

2018 Annual School Report



MacKillop Catholic College, Warnervale

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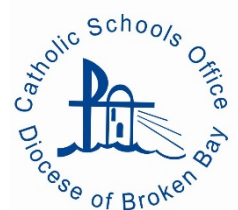
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ABOUT THIS REPORT

MacKillop Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

When reflecting on this year I am drawn towards the moments when our students really stepped up and shone brightly as individuals and/or as a group. Our College has many talented students who achieve amazing things, in academic pursuits, in leadership roles, at sports and cultural events and in the everyday ways of being a student at MacKillop.

One often feels what great promise the future holds for our College when we first meet our Kindergarten and Year 7 students at the start of the year. It is wonderful to see the beaming smile on a Kindergarten student's face when something we take for granted becomes one of their earliest memories of school life.

Through a sense of belonging and meaningful engagement with students at retreats or camp, at exhibitions, performances, at our liturgies or assemblies, in classrooms and around the College we ensure that our students continue to achieve their personal best.

Our parents trust and support us in nurturing their children. It is a partnership that remains strong. The Josephite spirit of this College along with our College motto of 'Christ Our Light' add flavour to who we are and how we go about things here at MacKillop.

Message from Head of Primary

Our School is incredibly unique. Being one of the few K-12 school environments, there are so many different people who make up our school and each person brings something special to contribute. The opportunity to see a child begin their educational journey from Day 1 Kindergarten to attending the Year 12 Formal as young adults who are about to enter the next phase of their lives, is something truly special. Our Mission goal 'Be a light to the world' is lived daily through our faith development with the students, being part of our parish community, and being able to experience a variety of meaningful masses, liturgies, and prayer life. Our House teams tracing the life of our patron, Mary MacKillop, have become a natural component of each student's way of being at school.

Each student is one who the teachers know, and teachers watch their progress through the years. Each student has a personal story that is valued. Making school a happy, safe place for learners is a combined outcome of people, places and activities. By creating a positive and supportive environment, our staff are actively modelling how they would like students to live in relationship with others.

Message from Head of Secondary

This has once again been an amazing year of learning, exploring, playing and making friends. 2018 has been a year of engagement, enrichment and empowerment for our students.

When I glance at the School calendar at the beginning of each week, it is exciting to see how many opportunities our students are involved in: asking questions, seeking answers and engaging in problem-solving activities in the classrooms, being active in sport and cultural events while developing skills of athleticism, fair play, and teamwork. Also expanding their curiosities into the community whilst experiencing excursions and most importantly, having opportunities to explore their faith and their place in the world.

Much work has been done this year in the professional learning (PL) of our teachers to be able to confidently present engaging lessons using *Cultures of Thinking (CoT)* for the development of deeper thinking, innovation and collaboration as well as using technology as a tool for developing effective pedagogy for the contemporary world.

Parent Body Message

This year MacKillop Catholic College (MCC) has continued to foster engagement with parents so that the educational outcomes for students can be as positive and growth oriented as possible. This year the School, in consultation with parents through network meetings, has launched its *Parent Participation Charter*. The continued work of our Family Liaison Officer (FLO) has enabled parents to increase their opportunities for connection with the School. Parent forums and the use of Facebook and the school website have proved a real plus in engaging with our parent body. Our parent body has been active through the *Primary Class Parents* network and their involvement in pizza and reading nights, sports carnivals, Masses, discos, Mother's and Father's day stalls, the House Challenge and Book Week. The School is always extremely welcoming of parent involvement and provides many opportunities to enable us to work alongside them to enhance the learning success of our children.

Student Body Message

We are extremely proud to be part of a community that not only encourages us to be ourselves, but promotes our unique traits as our best assets. This remarkable experience has taught us that real leadership is not about inspiring new followers, but rather inspiring new leaders.

At MacKillop, we pride ourselves on our amazing sense of community and teamwork. As leaders, our job would not have been possible without the assistance of our wonderful Student Parliament. Our Junior Parliament has been exemplary in bringing forth new ideas on behalf of their pastoral classes. Their voices have allowed our team to suggest, develop and implement solutions derived from the students themselves.

Likewise, we cannot begin to thank the Year 12 leadership team for their fantastic support and diligence. They continued each day to amaze us with their persistence and determination to enhance our vibrant school culture. Our teachers truly care about the the students whose education has been entrusted to them. To be a student at the College is not only a privilege but an honour. Our School is a place where we have all felt safe, happy and accepted.

SECTION TWO: SCHOOL FEATURES

School Features

MacKillop Catholic College Warnervale, is a Catholic systemic Co-Educational school.

The College caters for students from Kindergarten to Year 12 in the Diocese of Broken Bay. It is one of a few such schools in the Archdiocese of Sydney and the Dioceses of Broken Bay, Parramatta and Wollongong. The College is located in Warnervale, in the heart of the proposed town centre. It serves the needs of the Catholic population, north of Wyong and Toukley, in the Diocese of Broken Bay. Associated parishes and schools are those of St Mary of the Cross MacKillop, Warnervale and the Catholic community of Toukley/Lake Munmorah, a combined Parish with two primary schools. The College enjoys an excellent reputation in the local area, with students on waiting lists in all Year groups. The Catholic worldview espoused by the College, its emphasis on values, the high expectations of staff, the emphasis on pastoral care, sensible discipline policies and a genuine emphasis on teaching and learning have led to great acceptance from the local community.

Primary Section: The primary section of the College commenced in 2004 with four classes - two Kindergarten, one Year 1 and one Year 2 class. The primary section is now three streams from Kindergarten to Year 6 - a total of 21 classes. The primary section caters for the growing population of the Warnervale Parish - including the suburbs of Warnervale, Hamlyn Terrace, Woongarra, Kanwal, Lake Haven, Charmhaven and Jilliby. Demand for places in the primary school is very high due to the increasing population of the area, the desire for a quality Catholic education, the school facilities and the standing the College has established within the community from Kindergarten to Year 12.

Secondary Section: The secondary section of the College has excellent facilities. Some of the highlights include a dedicated Creative and Performing Arts area including a 200 seat theatre, a Trade Training centre for Vocational Education and Training (VET) subjects in Years 11 and 12 and a commercial kitchen and café for the teaching of VET Hospitality courses. Feeder schools for the secondary school include MacKillop Primary, St. Mary's Toukley and St. Cecilia's Wyong for students in the northern areas of Warnervale. Students are also enrolled from local state schools. A significant number of students enrol from other schools in both Years 7 and 11.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
723	718	91	1441

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2018 was 91.18 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group												
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92 %	92 %	92 %	93 %	92 %	92 %	91 %	91 %	91 %	89 %	89 %	90 %	90 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

Student Retention Rate

Of the students who completed Year 10 in 2016, 66% completed Year 12 in 2018.

Student retention rates are good across all year groups. Students tend to continue at the College from Year 10 to Year 11 in high numbers although a number leave during Year 11 for TAFE or jobs. Over the course of Year 11 and 12 some students leave the College to take up work or enrol at TAFE.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes; Year 12, 2018	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	51%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99%

The performance of students in the Higher School Certificate (HSC) was strong in 2018. A significant number of students achieved Band 5 and 6 in a range of subjects across all KLAs. The vast majority of students achieved in Bands 4 to 6.

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

Eighty five of the Higher School Certificate (HSC) class of 2018 were offered places in tertiary education with the majority of students going to Newcastle University. Students have received TAFE places as well as a range of apprenticeships and other employment opportunities.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	144
Number of full time teaching staff	95
Number of part time teaching staff	17
Number of non-teaching staff	32

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Cultures of Thinking and Environment
Day 2	Relationship between faith, science and creation - why science needs faith.
Day 3	E-Technology in the classroom

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

All at the College are immersed in the spirit of St. Mary of the Cross MacKillop. Through the RE program students are encouraged to transcend the material to promote a profound relationship with God. This transcendence has been evident in the way students engage in liturgy and experiences beyond the classroom that form them as spiritual beings. Students through a variety of activities and opportunities are invited to be the hands and feet of Jesus in service to others. The College's RE program is an academically rigorous program and one which also encompasses faith formation for students. Teachers accompany students on this journey by providing a teaching program that exhibits a Catholic worldview across all KLAs and by developing their understanding of, and participation in, the faith practices of a Catholic tradition.

The primary RE program is built around the celebration of the sacraments of Confirmation, Reconciliation and First Holy Communion. Students in Years 2 and 3 received these sacraments after participating in a Parish-based sacramental program that was supported by the class teaching program. Many teachers alongside parishioners, helped out on weekends with this program, instructing small groups of children in the understanding of the sacraments as a celebration of the presence of God.

The liturgical life of the College was alive with celebrations throughout the year encompassing Lent, Easter, ANZAC day, Mother's and Father's day, Advent and Christmas. Celebrations as a K-12 community include the opening Mass, MacKillop day Mass and the end-of-year Mass. Weekday Mass is a regular part of the faith practice of primary students along with weekend Mass that is celebrated by each grade once per year. On these occasions, the students take responsibility for the various ministries such as reading, singing and dancing. Throughout the year the College Youth Ministry team worked closely with the new Year 10 group to run transition days, the Year 8 Spirituality day, liturgies and retreats. The Youth Ministry program is an active part of the spiritual dimension of the College providing a significant opportunity for senior students to develop their spirituality and contribute to the College through working with younger students in a variety of contexts. Participation in retreats and spirituality days, feast day celebrations, social justice events and the Senior Student *Christ Our Light* luncheon have all contributed in a profound way to the achievement of the College's mission.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2018, the College continued to develop *Cultures of Thinking* (CoT) as the main learning focus for students and staff. Time has been spent on consolidating what a culture of thinking looks like and how learning dispositions of all learners (staff and students alike) can be maximised. By understanding how students think, teachers can take their thinking to the next level. Through the development of thinking routines and learning actions, students have been encouraged to analyse information, interpret and infer, and then apply their learning to different contexts. When thinking routines are used regularly, students internalise messages about what learning is and how it happens. They make connections to their learning, they wonder and question, they probe and speculate. Desired changes as the College continues on this learning path, include the development of a meta-language across the College; a consistent pedagogical approach that makes thinking visible, one which promotes an enduring love and engagement with learning. The College has continued its emphasis on literacy and numeracy working on consolidating the skills and knowledge of staff, with a particular focus on creative writing and spelling. Within key learning areas there has been an emphasis on embedding literacy skills in their classrooms through providing PL as part of staff inservice on Tuesday afternoons. Much work has continued to be done on the analysis of assessment data to improve writing skills in students as well as overall growth in literacy skills. Using data, both formal and anecdotal, learning experiences in literacy are designed for students to support further growth and development. Mathematics has also been a focus in 2018 with staff concentrating on the language of mathematical thinking so that students are able to develop and improve their mathematical problem solving skills.

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Cultures of Thinking has been a continuing focus during 2018 across the secondary school. The aim of this program is to instil visible thinking as a part of what is done each day in order to develop students as confident thinkers because thinking precedes understanding. All subject areas have focused on active learning to consolidate *Cultures of Thinking*. An emphasis has continued to be placed on literacy skills this year through concentrating on students' spelling and writing. Staff have used data to understand the literacy needs of the students in their care and to provide support to take them to the next stage. The continuation of a *Reading for Leisure* program has enhanced both student literacy skills and ability to use various resources. 2018 has been another big year in eLearning with the extension of the iPad program across all Years 5 to 11. The College's Assistant Principal has continued to assist both staff and students. NAPLAN, PAT and HSC results have been analysed to ensure the needs of students are clearly understood and programs instituted to meet those needs. This year also saw the introduction of a new course in PDHPE in Years 9 to 10 that provided students with the opportunity to participate and develop fitness skills in a wide variety of sports and movement compositions.

In 2018 the College continued to provide educational opportunities for the broad needs of students. In Stages 4 and 5, eight subjects were offered in Year 7, ten in Year 8, fourteen in Year 9 and fifteen in Year 10. This does not include sport which was timetabled for both stages within the curriculum hours. This range of subjects continues to prepare and help students make informed decisions regarding their subject choices for Stage 6, where 34 subjects were offered. To manage this number of subjects and to practise the distributive leadership model, effective middle management is essential. Consequently, the College's middle management team continued to be developed throughout 2018 by engaging in directed professional development and a professional reflection day. Significant professional development was provided to staff to ensure they continued to develop the skills required to understand and embrace the learning approach inherent in *Cultures of Thinking*.

Transition from Stage 3 to Stage 4 was managed by the transition coordinator with the help of the Year 7 coordinator, Youth Ministry and the KLA coordinators. Year 6 students from the three local primary feeder schools experienced taster lessons in a number of curriculum areas, as well as an introduction to the [Catholic Schools Youth Ministry Australia \(CSYMA\)](#).

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	65.22 %	53.20 %	2.90 %	8.60 %
	Writing	37.68 %	41.90 %	10.14 %	10.00 %
	Spelling	46.38 %	46.60 %	10.14 %	12.50 %
	Grammar	50.72 %	53.10 %	8.70 %	11.00 %
	Numeracy	49.28 %	39.20 %	7.25 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	23.75 %	38.60 %	16.25 %	12.60 %
	Writing	1.23 %	13.70 %	19.75 %	23.40 %
	Spelling	19.75 %	34.50 %	22.22 %	13.60 %
	Grammar	20.99 %	35.50 %	19.75 %	14.30 %
	Numeracy	13.58 %	27.60 %	14.81 %	14.00 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	24.24 %	26.90 %	15.15 %	16.30 %
	Writing	15.15 %	13.50 %	29.70 %	32.00 %
	Spelling	23.49 %	30.30 %	16.27 %	16.70 %
	Grammar	16.87 %	29.10 %	24.10 %	17.50 %
	Numeracy	18.79 %	28.90 %	18.18 %	14.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	12.96 %	20.90 %	16.67 %	18.50 %
	Writing	12.35 %	11.70 %	40.74 %	41.20 %
	Spelling	19.63 %	23.70 %	20.86 %	21.50 %
	Grammar	9.82 %	20.20 %	25.77 %	20.60 %
	Numeracy	16.88 %	25.80 %	23.13 %	14.80 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2018, the number of students issued with a RoSA was 37.

Higher School Certificate (HSC)

The results of the School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

Pleasing HSC results were achieved in 2018 across all KLAs with 94% of all students achieving Band 3 or above. Students receiving a Band 4 or above was impressive with 68% achieving at this level. At the College, 24% of students achieved in the top two bands. The College has continued to show consistency in achievement levels over the last three years. Once again performance in the bottom two bands is at very low levels. Twelve students achieved 19 honour listings with well above state average performances in Music, Industrial Technology, HSIE, Mathematics and Community and Family Studies.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
English (Standard)	17 %	13 %	13 %	16 %	1 %	15 %
English (Advanced)	64 %	62 %	58 %	64 %	37 %	63 %
Community & Family Studies	37 %	31 %	29 %	30 %	41 %	29 %
Construction (Examination)	57 %	0 %	0 %	19 %	40 %	18 %
Geography	0 %	41 %	38 %	42 %	62 %	44 %
Industrial Technology	40 %	26 %	50 %	22 %	100 %	23 %
Music 1	70 %	63 %	82 %	66 %	89 %	65 %

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

The College encourages all students, through its Pastoral Care program, to show respect to both their peers, staff and members of the wider community. Through a program of community service, students take responsibility to contribute to the care and welfare of others. Visits to nursing homes, work with the *St Vincent de Paul Society*, fund raising activities for various causes help to develop respect for those not as fortunate as ourselves and encourage a sense of responsibility to share their skills and talents for the betterment of our community and society. The College Youth Ministry and the *Josephites Undertaking Mission Projects (JUMP)* program provide valuable opportunities for junior and senior students to develop skills in the service of others.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2018, in the area of Mission, the JUMP program was initiated across Year 7 with the aim of strengthening the social justice and service learning program. In the area of Learning and Teaching, considerable professional learning for staff was undertaken as the College continued to embed the *Cultures of Thinking* program. Other priorities included continuing the work to enhance outcomes in literacy and numeracy for students and to consolidate eLearning through the use of iPads and other technology. In the area of Pastoral Care and Welfare, the College parent network structure was finalised with the launch of the *Parent Participation Charter*. The highly successful special program in welfare was continued for all students each Tuesday afternoon to address issues in adolescent mental health and wellbeing. Staff PL on a KLA basis was continued through the allocation of time each Tuesday afternoon for teachers to work on curriculum development, assessment and the sharing of pedagogical strategies.

Priority Key Improvements for Next Year

In 2019 in the area of Mission, the JUMP program will be enhanced with the extension to other year groups. Connections will be made with the Darkinjung people to enhance our understanding of indigenous culture in our local area. In the area of Teaching and Learning, the main initiative will be to further the PL of staff as the College extends its involvement with agile learning environments within the *Cultures of Thinking* model. Other priorities include the development and extension of the K-12 writing skills program as well as consolidating the use of digital learning within the College. In the area of Pastoral Care and Wellbeing, the College will continue to promote parent engagement. In this area staff professional learning will concentrate on reviewing and updating the processes for student behaviour management. The College will also explore ways of enhancing outdoor and learning areas to support student wellbeing.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent satisfaction is very high. Feedback is collected through discussion at parent network meetings and at parent forums held each term and through surveys. Parents show a strong connection with the College and strongly support its Catholic life and identity. They value the quality of the teaching staff and the effort they put in to provide an extensive range of both academic and extra-curricular experiences for their children. Parents endorse the strong values and morals taught and appreciate the behaviour management and discipline procedures in forming their children. The quality of the teaching and learning environment is strongly supported as are the sporting and cultural opportunities provided to the students, particularly in the areas of drama, music, languages and dance. Parents value the leadership opportunities provided for students through the College House system and rate the level of communication and support at a very high level. The high level of parent involvement within the College is testament to the high regard in which the College is held by the parent body.

Student Satisfaction

Students express a strong sense of identity with their School. They believe the quality of the education they receive is excellent and meets their needs, and they appreciate the wide range of sporting and cultural activities offered to them. They value the good rapport with teachers and support the behaviour management structure in the College as a way of ensuring all are safe and able to learn. The House system has developed a strong sense of community and has allowed the charisma of Mary MacKillop to shine through in the way students care for each other and the wider school community. The students strongly endorse the Pastoral Care and Welfare structure and see it as an essential support mechanism for them. The level of resources, facilities and technology is seen as a strength of the School. They believe the College is well led and administered and acknowledge the work of all the staff to provide them with a quality education. Feedback is obtained from students via surveys in selected year groups and through the Student Representative Council and Student Parliament.

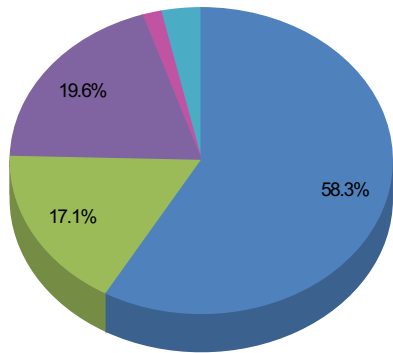
Teacher Satisfaction

The staff have a strong identity with and loyalty to the College. They believe the College provides a quality learning environment and actively strengthens the faith life of all who attend. They strongly endorse the collegial nature of the College and the pastoral support shown to all in the community. The range and quality of resources and facilities is highly valued as are the range of activities and subjects offered to students. Staff believe the College is well led and administered and have a sense that they are involved in the decision making processes which operate within the College. There is a strong endorsement from the staff of the academic program and they pride themselves on the results achieved by their students in general and particularly with the HSC. They support the level of communication in the College and the contact that is encouraged with parents to maximise learning outcomes for students. Feedback is obtained from staff through the regular staff and faculty meetings held within the College and the annual professional staff review program.

SECTION ELEVEN: FINANCIAL STATEMENT

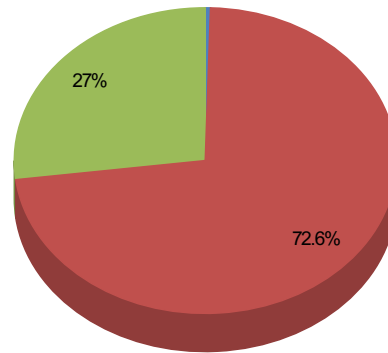
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.1%)
- Fees and Private Income (19.6%)
- Interest Subsidy Grants (1.6%)
- Other Capital Income (3.4%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (72.6%)
- Non-Salary Expenses (27%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$13,441,022
Government Capital Grants	\$0
State Recurrent Grants	\$3,955,653
Fees and Private Income	\$4,514,627
Interest Subsidy Grants	\$367,435
Other Capital Income	\$786,406
Total Income	\$23,065,143

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$100,896
Salaries and Related Expenses	\$16,705,972
Non-Salary Expenses	\$6,215,231
Total Expenditure	\$23,022,099